



Roadmap for the Journey
The Trainer's Guide

Module
5



Description of Module 5

Feeling at Home on the Journey Natural Environments

Early intervention is a changing field. However, knowledge of research and evidence-based practices related to natural environments is extensive. Provision of services in natural environments reflects the core mission of early intervention.

Common themes have emerged that clearly support the inclusion of infants and toddlers in natural learning environments where families live, learn, and play. It is essential that early intervention team members effectively communicate and collaborate in order to support the pivotal role of families in developing competence and confidence in helping their child learn.

This module seeks to inform service coordinators of what the literature tells us regarding supports and services in everyday routines, activities, and places. It also seeks to distill and explain models of team interaction that influence the entire early intervention process. This knowledge is key to helping service coordinators understand and embrace positive changes in practice that benefit children and families.

In addition, service coordinators will become familiar with federal and state definitions and guidelines related to natural environment, and will be aware of the limited circumstances when services may appropriately be provided outside the natural environment and justified in compliance with state and federal regulations. Service coordinators will improve their ability to assist families in the identification of natural environments, as defined under Part C of IDEA, and will coordinate service delivery and supports within those natural environments that provide learning opportunities for children within the settings, activities, and routines of everyday life.



Module 5

Feeling at Home on the Journey Natural Environments

Competencies

- Has knowledge and understanding of research and evidence-based practices related to everyday supports and services in natural environments.
- Has knowledge and understanding of the importance of designing supports and services that individually support or enhance each child's participation in unique settings where the family lives, learns, and plays.
- Has knowledge and understanding of the importance of providing supports and services within activities that occur in natural settings while offering children opportunities to learn and practice new skills.
- Has knowledge and understanding of the importance of designing supports and services that foster the use and development of natural supports within each family's social and cultural network.
- Has knowledge and understanding that evidence-based practices indicate that children learn best when service providers primarily act as consultants to the key individuals in each child's life.
- Has knowledge and understanding of different team models used in early intervention including multidisciplinary, interdisciplinary, transdisciplinary, and the primary service provider as coach model of team interaction.
- Has knowledge and understanding of ways to embed evidence-based practices related to natural environment into all phases of the family-centered early intervention process.
- Coordinates and plans services so children with disabilities receive services in their natural environment and have opportunities to interact with children who are typically-developing.
- Is able to explain to families and community providers the purpose of early intervention supports and services in natural learning environments, and shares disciplinary values, ethics, perspectives, and specific expertise with other team members.
- Is able to communicate effectively with families and team members from various disciplines.

- Has knowledge and understanding of the federal and state definitions of natural environment.
- Consults with and refers to other professionals and community agencies, and incorporates information and feedback from other team members.
- Demonstrates the ability to write a justification for services provided outside the natural environment in compliance with federal and state requirements.
- Demonstrates the ability to locate information found in Rulemaking Hearing Rules of the State Board of Education-TEIS.



Module 5 Feeling at Home on the Journey Natural Environments

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Module Instructions
Module 5

Feeling at Home on the Journey
Natural Environments

Procedure/Activity	Materials	Time
<p>Introduce the module by describing its contents. You may use the written description provided at the beginning of this guide.</p> <p>Note that the contents of this module are divided into three components: (1) Research and Evidence-Based Practices, (2) Models of Team Interaction in Early Intervention, and (3) Defining and Embedding Practices Related to Natural Environment Throughout the Early Intervention Process</p>	Module Description	5 minutes
<p>5.1 It Makes Sense: Providing Services in the Natural Environment</p> <p>Show video <i>It Makes Sense: Providing Services in the Natural Environment</i> for the purpose of setting the stage for this module. Following the video, ask participant to briefly share an example of an innovative service activity or setting they have observed.</p>	<p>Video: <i>It Makes Sense: Providing Services in the Natural Environment</i></p> <p>TV</p> <p>VCR</p>	25 minutes
<p>5.2 Everyday Supports and Services – Research and Evidence-Based Practices</p> <p>Show PowerPoint <i>Everyday Supports and Services</i> slides 1-5, making the points and engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Everyday Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p> <p>Print and provide handout of PowerPoint, if desired.</p>	15 minutes

Procedure/Activity	Materials	Time
<p>5.3 Research and Evidence-Based Practice Literature</p> <p>Following slide 5, provide participant with a copy of handout <i>5.3a Research and Evidence-Based Practice Literature</i>.</p> <p>Take turns reading the information aloud. This is intended to be a quick study of evidence-based practices related to natural environments.</p> <p>Share one example from your district where providing supports and services in everyday routines, activities, and places proved effective for a child.</p> <p>Convey a second example from your district where this approach was effective for a family.</p>	<p>5.3a <i>Research and Evidence-Based Practice Literature</i></p>	15 minutes
Break		15 minutes
<p>5.4 Everyday Supports and Services – Models of Team Interaction</p> <p>Beginning with slide 7, show PowerPoint <i>Everyday Supports and Services</i> slides 7-18, making the points and engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Everyday Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	15 minutes
<p>5.5 Just Being Kids – Janella’s Story</p> <p>Show video <i>Just Being Kids – Janella’s Story</i>. Ask participant to briefly share their thoughts about the team meeting.</p>	<p>Video <i>Just Being Kids – Janella’s Story</i></p> <p>TV</p> <p>VCR</p>	15 minutes
<p>5.6 Models of Team Interaction</p> <p>Provide a copy of handout 5.6a <i>Models of Team Interaction</i>, and</p>	<p>5.6a <i>Models of Team Interaction</i></p>	15 minutes

Procedure/Activity	Materials	Time
allow participant to briefly review the information. Answer questions as needed.		
<p>5.7 Teaming & the Primary Service Provider as Coach Model</p> <p>Read aloud (or have participant read) the case study in 5.7a.</p> <p>Participants may work on this assignment in groups, if desired. Instruct participant to:</p> <ul style="list-style-type: none"> • Review current outcomes; • Briefly develop new outcomes for Destiny; • Identify a primary service provider based on the new outcomes; • Make recommendations for how visits with the family will be planned; • Determine how onsite coaching will be utilized. <p>Instruct participant to record the above on worksheet 5.7b. Instruct participant to place the worksheet in the portfolio.</p> <p>Instruct participant to share their responses.</p> <p>Provide a copy of handout 5.7c <i>Teaming & the Primary Service Provider as Coach Model of Team Interaction – How we moved Destiny to a PSP as coach model.</i></p> <p>Review with participant the content and facilitate discussion as time allows.</p>	<p>5.7a <i>Teaming & the Primary Service Provider as Coach Model of Team Interaction – Case Study-Destiny and Donna</i></p> <p>5.7b <i>Teaming & the Primary Service Provider as Coach Model of Team Interaction – Case Study-Destiny and Donna Worksheet</i></p> <p>5.7c <i>Teaming & the Primary Service Provider as Coach Model of Team Interaction – How we moved Destiny to a PSP as coach model</i></p>	45 minutes
Break		15 minutes

Procedure/Activity	Materials	Time
<p>5.8 Everyday Supports and Services – Defining and Embedding Practices Related to Natural Environment Throughout the Early Intervention Process</p> <p>Beginning with slide 20, show PowerPoint <i>Everyday Supports and Services</i> slides 20-25, making the points and briefly engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Everyday Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	10 minutes
<p>5.9 Defining Natural Environments Quiz</p> <p>Provide participant with a copy of <i>Rulemaking Hearing Rules of the State Board of Education Chapter 0520-1-10 Tennessee’s Early Intervention System</i>. (Previously made available to participant in Module 4).</p> <p>Provide a copy of 5.9a <i>Defining Natural Environments Quiz-More Rules for the Road</i> and allow participant to complete.</p> <p>Review correct responses with participant using 5.9b <i>Defining Natural Environments Quiz-More Rules for the Road-Trainer’s Key</i>.</p> <p>Instruct participant to place completed quiz in their portfolio.</p>	<p><i>Rulemaking Hearing Rules of the State Board of Education Chapter 0520-1-10 Tennessee’s Early Intervention System</i></p> <p>5.9a <i>Defining Natural Environments Quiz-More Rules for the Road</i></p> <p>5.9b <i>Defining Natural Environments Quiz-More Rules for the Road-Trainer’s Key</i></p>	20 minutes
<p>5.10 Justification for Services Outside the Natural Environment</p> <p>Provide a copy of <i>Natural Environments</i> from <i>Tennessee’s IFSP Manual</i>. Instruct participant to read pages 44-48 from Chapter 6 outside of training time.</p>	<p>Copy of <i>Natural Environments</i> from <i>Tennessee’s IFSP Manual</i>, Chapter 6, pages 44-48</p> <p>5.10a <i>Justification for Services Outside the Natural Environment</i></p>	5 minutes

Procedure/Activity	Materials	Time
<p>Encourage participant to pay close attention to information related to IFSP documentation of justification for services provided outside the child and family's natural environment.</p> <p>Instruct participant to create a brief example of a child/family's natural environment settings, write one outcome, and write the justification for why the outcome cannot be met in the natural environment. Provide a copy of worksheet 5.10a <i>Justification for Services Outside the Natural Environment</i> for this purpose.</p> <p>Participant may choose to use information from a real case file (without identifying the family) or may create an example, as desired.</p> <p>Review the completed worksheet. When it is satisfactorily completed, sign the worksheet, and advise participant to place it in their portfolio.</p> <p>Return to PowerPoint.</p>		
<p>5.11 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>Beginning with slide 26, show PowerPoint <i>Everyday Supports and Services</i> slides 26-30, making the points and briefly engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Everyday Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	10 minutes

Procedure/Activity	Materials	Time
<p>5.12 Meet Kim and Her Family</p> <p>Take turns with participant reading aloud 5.12 <i>Meet Kim and Her Family</i> in order to provide background information.</p>	<p>5.12 <i>Meet Kim and Her Family</i></p> <p>(If desired, full document is available online at: http://www.nmddpc.com/PDFs/OurJourney.pdf)</p>	5 minutes
<p>5.13 During the Initial Visit</p> <p>Allow participant to read the first four paragraphs of 5.13 <i>During the Initial Visit</i> silently. Make the point that all intervention discussions focus on supporting the child's participation in the daily routines and activities unique to that family.</p> <p>Ask participant to read aloud the information in the box on the right which includes the evidence base from early intervention literature that supports the practice illustrated by the article.</p> <p>Return to PowerPoint.</p>	5.13 <i>During the Initial Visit</i>	10 minutes
Break		15 minutes
<p>5.14 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>Beginning with slide 31, show PowerPoint <i>Everyday Supports and Services</i> slides 31-33, making the points and briefly engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Everyday Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	5 minutes
<p>5.15 Floor Play Between Bobby and Kim & As Kim Gets Older</p> <p>Instruct the participant to read 15.5a <i>Floor Play Between Bobby and Kim & As Kim Gets Older</i> silently. Dialogue could be role-</p>	15.5a <i>Floor Play Between Bobby and Kim & As Kim Gets Older</i>	10 minutes

Procedure/Activity	Materials	Time
<p>played if time allows. Make the point that services are designed to individually support the child's participation in the lives of his family.</p> <p>Ask participant to read aloud the information in the box on the right which includes the evidence base from early intervention literature that supports the practice illustrated by the article.</p>		
<p>5.16 Just Being Kids – Nolan's Story</p> <p>Show video <i>Just Being Kids – Nolan's Story</i>. In this story, the primary service provider is a physical therapist. Ask participant to describe how what happened during bath time might have changed if the provider was from a different discipline.</p> <p>Return to PowerPoint.</p>	<p>Video <i>Just Being Kids – Nolan's Story</i> VCR TV</p>	15 minutes
<p>5.17 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>Beginning with slide 34, show PowerPoint <i>Everyday Supports and Services</i> slides 34-38, making the points and briefly engaging the learner in discussion as desired.</p>	<p>PowerPoint <i>Everyday Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	5 minutes
<p>5.18 Early in the Intervention Relationship</p> <p>Provide a copy of handout 5.18a <i>Early in the Intervention Relationship</i>. As the trainer, assume the role of the parent, and have participant assume the role of the service coordinator.</p>	<p>5.18a <i>Early in the Intervention Relationship</i></p>	10 minutes

Procedure/Activity	Materials	Time
<p>Read the brief exchange aloud, playing your respective roles. Make the point that services should encourage the use of natural supports within each family's social and cultural framework.</p> <p>Ask participant to read aloud the information in the box on the right side of the handout which includes the evidence base from early intervention literature that supports the practice illustrated by the article.</p>		
<p>5.19 Everyday Supports and Services – Embedding Practices Related to Natural Environment Throughout the Early Intervention Process (cont.)</p> <p>Beginning with slide 39, show PowerPoint <i>Everyday Supports and Services</i> slides 39-41, making the points and briefly engaging the learner in discussion as desired and time allows.</p>	<p>PowerPoint <i>Everyday Supports and Services</i> (disc, web, or Blackboard)</p> <p>Computer with monitor or laptop or projector for viewing PowerPoint</p>	5 minutes
<p>5.20 Just Being Kids – Evan's Story</p> <p>Show video <i>Just Being Kids – Evan's Story</i>. Emphasize that recommended practices indicate that service providers act primarily as consultants to key individuals in the child's life. Ask participant to describe the benefits the therapist derives from working with the early childhood teacher.</p> <p>Return to PowerPoint for final two slides.</p>	<p>Video <i>Just Being Kids – Evan's Story</i> TV VCR</p>	20 minutes

Procedure/Activity	Materials	Time
<p>5.21 Position Paper on the Provision of Early Intervention Services in Accordance with Federal Requirements on Natural Environments</p> <p>Provide participant with handout 5.21a, and instruct them to read this article outside of training and place the copy in their portfolio.</p>	<p>5.21a <i>Position Paper on the Provision of Early Intervention Services in Accordance with Federal Requirements on Natural Environments</i></p>	<p>5 minutes</p> <p>Total time = 5 ½ hours (including 3 breaks)</p>



Module 5

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Bibliography and Resources

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